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ABSTRACT

The Teacher Education Admissions Seminar (TEAS) is the first course in the education sequence at East Texas State University. TEAS is a required course for all students who wish to enter the teacher education program, and it is suggested for anyone considering teaching as a career. This document contains a description of the seminar's presentation, an outline which serves as a foundation for discussion of the seminar, and a description of the seminar. Ideas for early involvement of students in a teacher education program, enhancing communications with those students, and exploring the implications of teaching as a career are emphasized. Following a listing of course objectives, a TEAS syllabus lists topics covered during each weekly seminar. These are: (1) introduction and overview of seminar; (2) registration for observation field experience and discussion of observation techniques; (3) admission procedures to the teacher education program; (4) degree and certificate requirements; (5) basic skills competency assessment; (6) challenges in public education; (7-9) trends and issues in education; (10) career opportunities in education; (11) professionalism in education; (12) teacher effectiveness; and (13-15) observation of field experiences. Grading procedures, and activities which must be completed to obtain certain grades, are outlined. An appendix contains supplemental materials used during the weekly seminars. (CJB)

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EAST TEXAS STATE UNIVERSITY

TEACHER EDUCATION ADMISSION SEMINAR

Department of Secondary & Higher Education

Jennifer Jordan

Assistant Instructor

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PROPOSAL ABSTRACT

1. Title: TEAS

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4. Abstract of Presentation:

Purpose

Giving direction to early field experiences, facilitating admission to teacher education procedures, and strengthening a commitment to the teaching profession provided the impetus for establishing a Teacher Education Admission Seminar (TEAS) at East Texas State University. It is the purpose of this presentation to describe, in lecture format, the development and operation of the seminar. Ideas for early involvement of students in a teacher education program, enhancing communications with those students and exploring the implications of teaching as a career will be emphasized.

Description of Presentation

During the presentation the participants will become acquainted with a developmental overview of TEAS, as well as the methods and materials used in the course.

The presentation offers:

- ideas for directing early field experiences and for student interaction with on/off campus professionals;

- an indepth description of the use of competency testing and personality assessment in providing students a process for self-screening to aid in making informed decisions about themselves and about teaching as a career;

- suggestions for implementing information concerning professional organizations, legal issues, and placement opportunities.

Summary for Meeting Program

An historical and operational portrait of TEAS, a seminar established for pre-service education and the commitment to the teaching profession. Ideas for early involvement of students and printed materials will be provided.

Note: The Teacher Education Admissions Seminar has been presented at five professional conferences this academic year with the title: "Teacher Education Admissions Seminar: A Career Awareness Program at East Texas State University."

PURPOSE

IDENTIFICATION

I. Teacher Education Program
   A. Procedures for admission and retention
   B. Degree / Certificate advisement

II. Culture and Ethics of the Profession
   A. Standards of excellence
   B. Profile of the professional educator
   C. Pedagogical discipline
   D. Educational research

III. Pre-Service Field Experience
   A. Effective techniques for observation
   B. Pedagogical skills
   C. Effective learning
   D. Motivation profile of learners

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TEACHER EDUCATION ADMISSION SEMINAR

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TEACHER EDUCATION ADMISSION SEMINAR

COURSE DESCRIPTION

TEAS is the first course in the education sequence at East Texas State University. It is a required course for all students who wish to enter the teacher education program and is a suggested course for anyone considering teaching as a career. This course includes a systematic plan for admission into the teacher education program, a sequence of twenty (20) clock hours of professional field experiences, and an exploration of career opportunities in the education profession. Successful completion of this course with a grade of "C" or better is a pre-requisite for admission into the teacher education program. The course awards one semester hour credit.

OBJECTIVES

The objectives of this course are to provide the students an an opportunity to:

1. explore career opportunities in the education profession:
2. become aware of current information regarding teacher preparation, supply and demand and trends/issues affecting education:
3. begin a systematic procedure for admission to the teacher education program;
4. begin a planned sequence of professional field experiences including observations with students at various grade levels in the public school setting;
5. identify his/her strengths and weaknesses for competency in English usage, math, and composition:
6. be assisted by the university faculty and other services in the appraisal of interests and personal potentialities:
7. learn about the value of professional organizations, professional practices, and ethical expectations of the profession.

TEAS SYLLABUS

WEEK	TOPIC
1	Introduction and Overview of Course Syllabus
2	Registration for Observation Field Experience Specific Focus/Techniques for Observation
3	Admission Procedures to Teacher Education Program
4	Degree & Certificate Requirements
5	Basic Skills Competency Assessment - registration for PPST
6	Challenges in Public Education Multi-culture Education Individualized Instruction Mainstreaming Gifted-Talented Computer Assisted Instruction and Computer Literacy
7	Trends and Issues in Education
8	Trends and Issues in Education
9	Trends and Issues in Education
10	Career Opportunities in Education
11	Professionalism in Education
12	What Does It Take to Be An Effective Teacher?
13	Observation Field Experience Presentation and Discussion
14	Observation Field Experience Presentation and Discussion
15	Observation Field Experience Presentation and Discussion Course Evaluation

GRADING PROCEDURE

A grade of "C" is determined by the fulfillment of class requirements.

A grade of "B" requires the submission of a position paper addressing a selected current issue/trend affecting public education and/or teacher education.

A grade of "A" requires all of the above, plus the completion of an additional fifteen (15) clock hours observation field experience.

COURSE ACTIVITIES

Final Grade of "C"

Activity: Fulfillment of course requirements

Description:
Twenty (20) clock hours of approved field experience
Attendance (Maximum of 2 absences)
Initiate application in the Teacher Education Program with a passing grade on the Hearing Test and the Emotional Adjustment Assessment
Completion of the Basic Skills Competency Assessment

Final Grade of "B"

Activity: Completion of the activities required for the grade of "C" .

Submission of a position paper addressing a selected current trend/issue affecting public education and/or teacher education.

Presentation of the position paper in class discussion groups.

Description: This activity consists of an investigation addressing one area (current trend/issue) of public schools and/or teacher education as selected by the learner for independent study.

Purpose: The purpose of this activity is to enhance the learner's ability to conduct and report educational research and to develop an increased understanding of certain issues in education and the professional culture.

Objectives:

1.1 Identify the selected area of investigation.

1.2 Discuss at least two differing points of view pertaining to the trend/issue addressed.

1.3 Analyze the effect (importance) of the trend/issue as related to the varying points of view.

1.4 Offer a critique/position addressing the perceived strengths and/or weaknesses of the trend/issue and include a plan for implementation or devise an alternative that might be considered more effective.

Final Grade of "A"

Activity: Completion of the activites required for the grades of "C" and "B".

Completion of an additional fifteen (15) clock hours of observation field experience in the public school setting.

OBSERVATION FIELD EXPERIENCE

The professional pre-service field experience of twenty (20) clock hours or more is believed to be one of the more beneficial aspects of the Teacher Education Admissions Seminar. Particular emphasis will be placed on the techniques utilized within the classroom setting for classroom climate, school office procedures, reinforcement, classroom control, and student characteristics.

During the time established in TEAS for the presentation and discussion of the observation field experience, the student will be able to relate his/her indepth awareness and understanding of the characteristics needed to be an effective teacher - pedagogical discipline and skills - for the benefit of students' cognitive and affective development.

Communication with the practitioner supervising the student of the Teacher Education Admissions Seminar is initiated prior to the pre-service field experience. Focus areas for the experience and emphasis for the pre-service activity to be both observational and experiential are related.

APPENDIX

Through the collaborative efforts of both teacher preparation instructors and on/off-campus professionals, the Teacher Education Admission Seminar student develops an indepth awareness of the culture and ethics of the profession pertaining to the established objectives for the course.

Off-campus professionals participating are representative of the public school setting - administrators, supervisors/coordinators, teachers, and students. On-campus professionals utilized within the course program include those administrative, faculty, and student populations whose expertise in specific areas of pedagogical discipline and skills is beneficial to students initiating application in the teacher education program at East Texas State University.

The following information pertains to specific provisions offered in fulfilling the major objectives established for TEAS as related to the weekly seminar topics.

The supplementary materials utilized within the presentation of each objective are included and a bibliography of audio/visual materials offered.

COURSE OBJECTIVES

1. Exploring career opportunities

The pre-service teacher education student will develop an awareness of the career opportunities available within the education profession with provisional-standard and/or professional certification.

Information pertaining to various certification requirements is presented by an on-campus professional and current information concerning the interviewing process, supply and demand, is related by off-campus professionals directly involved with the process.

CAREER OPPORTUNITIES

I. Preschools - Nursery and Kindergarten
   A. Teacher
   B. Supervisor
   C. Consultant in child growth and development
   D. Research worker in child growth and development
   E. Director of a private nursery or kindergarten

II. Elementary Schools
   A. Teacher for separate grades or combined grades
   B. Teacher of special subjects such as art, music, or P.E.
   C. Teacher of a subject such as arithmetic or geography in a departmentalized school
   D. Teacher of physically handicapped, partially seeing, or hard-of-hearing children
   E. Teacher of exceptional children - talented, mentally retarded, or emotionally disturbed
   F. Critic teacher in a laboratory or experimental school
   G. General or special subject supervisor
   H. Assistant principal
   I. Principal
   J. Librarian
   K. Speech correctionist and/or hearing therapist
   L. Visiting teacher
   M. Child psychologist or counselor
   N. School nurse
   O. Curriculum consultant
   P. Guidance counselor

III. Secondary Schools
   A. Teacher of subjects such as English, foreign language, social studies, or music
   B. Teaching of special subjects such as art, home economics, industrial arts and trades, music, physical education, driver education, speech and hearing therapy
   C. Critic teacher in a laboratory or experimental school
   D. Department head of a subject area
   E. Assistant principal
   F. Principal
   G. Supervisor of a subject area
   H. Curriculum consultant
   I. Athletic coach
   J. Guidance counselor
   K. Librarian
   L. Visiting teacher

IV. Administrative and Special Services
- A. Superintendent
- B. Assistant superintendent - finance, personnel, or instruction
- C. Business manager - supplies, purchasing, etc.
- D. School secretary
- E. Research director
- F. Attendance officer
- G. Director of audio-visual materials
- H. Director of public relations
- I. School psychologist
- J. School psychometrist
- K. Vocational counselor and placement officer
- L. School statistician
- M. Clerical assistant
- N. Cafeteria manager
- O. Dietician
- P. School physician or dentist
- Q. School nurse or health officer
- R. Adult education director

2. Analysis and discussion of current information regarding various facets of education.

Through class discussion and small group reaction to information disseminated by the instructor and panels consisting of on/off campus professional educators, current publications pertaining to current trends/issues and challenges in both pre-service and in-service education are imparted to the students of teacher education.

In particular, a review of various major national studies of the educative process is presented with emphasis placed on increasing an understanding of educational research and the affect on and implications for strengthening the educative process.

3. Procedures for admission to and retention in the Teacher Education Program.

The teacher education student will develop an understanding of the process involved in making application to the Teacher Education Program following the distribution of a handout outlining the procedures and discussion of the process conducted by the Assistant Dean of the College of Education.

PROCEDURES TO BE FOLLOWED FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM EAST TEXAS STATE UNIVERSITY

To be approved into the Teacher Education Program, an applicant must do the following:

*1. Complete ElEd/SHEd 200 (1 s.h.)

2. Provide three references from ET faculty.

   Elementary Education Certification: two references from Elementary Education Department, one from academic specialization.

   Secondary Education or All-Level Certification: one reference from professional education courses; one from each teaching field or two from broadfield teaching area.

   Transfer students should make arrangements with ETSU departments for recommendations in the major(s).

3. Provide an up-to-date transcript showing an overall grade point average of 2.0 and a 2.25 grade point average in each major or academic specialization and in the professional sequence. (A grade of "D" in any professional education course will not be accepted.)

*4. Complete a 3-hour public speaking course with a grade of "C" or better. Graduates without a public speaking course may take the Speech Proficiency Test. Contact Mr. Buckley in the Performing Arts Center for information.

*5. Pass the Emotional Adjustment Test. It is given from 8 a.m. to noon and 1 p.m. to 5 p.m. in the Testing Center--third floor of the Student Services Building. It can also be taken on Saturdays from 8 a.m. to noon.

*6. Pass the Hearing Test. Individual arrangements can be made in the Speech and Hearing Clinic in Binnion Hall.

*7. Complete two semester hours or equivalent of field experiences. Additional information can be obtained in the Center for Educational Field Experiences Office, Room 205, Education North.

No one will be permitted to student teach until all seven requirements are met.

*Students who are planning to substitute two years of teaching experience for student teaching are not required to meet these criteria. A letter of recommendation from your school supervisor is required.

NOTE: In accordance with Article 6252-13c, Texas Civil Statutes, the commissioner of education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for Texas certificates will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.

For further information, contact the Certification Officer.

4. Professional pre-service field experience.

Upon completion of twenty or more clock hours of pre-service field experience, the teacher education student will have had an opportunity to observe and/or participate in pedagogical disciplines and skills implemented in effective instruction and learning within the classroom setting.

Specific focus areas for observation and techniques utilized in such an experience are discussed and particular attention given to the learner - teacher/student relationship, student/student relationship, student concept toward self and academics, and motivation for learning.

Within the structure of the Teacher Education Admissions Seminar it is believed that the student benefits not only from the individual observational experience but from the actual observation of additional facilities. Therefore, a field-trip is offered each semester to acquaint the teacher education student with the facilities and programs available in a metropolitan school district and to be further acquainted with the special programs offered in laboratory schools affiliated with both the Magnet and Vanguard Programs. Credit for eight hours field experience is awarded to those students attending.

FOCUS AREAS FOR PRE-SERVICE FIELD EXPERIENCE

1. Classroom Climate

What was your impression upon first entering the class?
Was the atmosphere warm and friendly, cool and formal, distant and indifferent?
What specific factors account for these general feelings?
Describe the general manner in which students entered the room.
Describe the teacher's behavior as students entered and left the classroom.

2. School Office Procedures

What was the general atmosphere of the school office?
Were routine matters handled in an efficient manner or did students have to wait around to get matters attended to?
Who handles the office - are there student workers or the principal and secretarial workers?
Is there a separate office for handling discipline problems?
Is there a school counselor or psychologist? What are their roles or functions?

3. Reinforcement

What techniques of reinforcement are used by the teacher?
Are these positive or negative techniques?
Did the methods used by the teacher work to get the desired student response?
Which of the techniques used by the teacher do you think you would use?
What other things would you have done if you were in charge of the class?
Did any of the reinforcement techniques used hinder or prevent the teaching-learning situation in the classroom?

4. Classroom Control

What types of disciplinary problems did you note during your observation?
What strategies (verbal and non-verbal) were used by the teacher to remedy the problems? Were these methods effective? Why or why not?
Based upon your observations, what seems to be the most common cause of misbehavior?
What specific techniques did the teacher use to avoid disciplinary problems?
What additional disciplinary techniques could be employed to prevent misbehavior in the classroom?

5. Student Characteristics

What physical differences can be observed among the students in regard the following: sex, size, race, dress, grooming, visible physical defects, other differences?

Describe the kinds of student behavior which were directly related to instruction.

Describe the kinds of student behavior which were not directly related to instructional activity.

What observations made an impression on you during your visit?

CENTER FOR EDUCATIONAL FIELD EXPERIENCES
East Texas State University

RECORD OF EARLY FIELD EXPERIENCES

Name of Participant: _____ Social Security No.: _____

ETSU Course: _____ Instructor: _____ Today's Date: _____

Name of School: _____ School District: _____

Beginning Date: _____ 19 _____ Ending Date: _____ 19____

Total number of hours spent in the school: _____

Summary of Experiences: To be completed by the student and returned to your university instructor after completing assignment. A copy must also be filed with the Center for Educational Field Experiences, Ed. N. 205, to ensure proper credit toward admission to teacher education (approval to student teach). PLEASE COMMENT ON ITEMS CHECKED ON REVERSE SIDE, IF APPROPRIATE.

Comments by the Classroom Teacher:

Signature of Classroom Teacher _____

SUGGESTED EARLY FIELD EXPERIENCE ACTIVITIES

TO THE TEACHER: These experiences in a classroom serve to familiarize the university student with various types of operations within the school setting: curriculum matters, school activities, classroom management, instructional strategies, evaluation, and disciplinary techniques. Obviously, the greater the variety of experiences, the better prepared the student is in regard to making a career decision to teach--and the better prepared for student teaching. It is hoped that the student can not only gain some insight into classroom operations but also can be of genuine assistance to the teacher.

TO THE STUDENT: Please check (x) specific areas of assistance and observation in the classroom setting during your assignment (those which you did).

ASSISTED THE TEACHER:

____ 1. Assisted with making bulletin boards, charts, maps, and other graphics.

____ 2. Helped select appropriate aids for future units (films, books, maps, etc.)

____ 3. Assisted in the preparation of a special program, lab exercise, project (science fair, literary contest, language fair, or other).

____ 4. Checked books and supplies against last inventory.

____ 5. Assisted small groups with a learning activity.

____ 6. Used the ditto machine; operated audio-visual machines. (Please list or comment on reverse side of this page.)

____ 7. Worked with students who had been absent from school.

____ 8. Assisted with clerical activities (typing, filing, recording).

____ 9. Assisted with the checking of papers (using the teacher's guidelines).

____ 10. Taught a brief "lesson," explained a concept, or gave a demonstration to entire class.

____ 11. Helped the teacher or students in some other way (please comment on back of this sheet).

OBSERVED IN THESE AREAS: (Please comment on applicable items on back):

____ 1. Observed interaction (classroom climate) between the teacher and students.

____ 2. Observed procedures in the school office area. (Who handles absences and tardies? Discipline problems?)

____ 3. Observed reinforcement techniques used by the teacher.

____ 4. Observed verbal and non-verbal disciplinary techniques used by the teacher.

____ 5. Observed specific techniques which the teacher used to avoid disciplinary problems. (List these on back and tell why you think they worked.)

____ 6. Observed various differences among the students (sex, size, dress, etc.).

____ 7. Observed multicultural aspects of the school: teaching strategies, learning styles, values clarification, etc., as they relate to students from various racial, cultural, linguistic, and socioeconomic backgrounds.

____ 8. Observed (or discussed with special education teacher) provisions for exceptional students (physically and/or mentally handicapped and talented and gifted).

5. Competency assessment.

In order for the student of teacher education to individually assess his/her competency in English usage and mathematics, a basic skills competency assessment is administered. Results of the assessment are revealed to the student and a relationship to the other students' scores identified.

Tutorial services are provided for those students desiring to improve weaknesses in the areas tested for preparation in the administering of the Pre Professional Skills Test.

6. Appraisal of interests and potentialities.

The teacher education student will develop an awarene-s of the services provided by various university facilities in identifying personal interests and potentials as presented by on-campus professionals affiliated with student services programs.

7. The professional culture.

Based on the information related by professional educators, the opportunity available for various experiences and observations in the pre-service field experience, and an analysis of current publications, the student of teacher education is equipped to

develop an indepth understanding of the role of the professional culture of an educator and identify the characteristics of an effective educator and learning environment.

Information pertaining to the role and function of various local and state professional organizations and the ethical expectations of the profession is made available to the student of teacher education.

AUDIO/VIDEO BIBLIOGRAPHY

During the time period for discussion of current trends/issues in education, films are utilized for the purpose of familiarizing the teacher education student with an up-to-date analysis of pedagogical techniques and methodology. The information in the films also serves as the initiator for discussion and taking of position.

ASSERTIVE DISCIPLINE IN THE CLASSROOM

"No nonsense" approach shows teachers how to gain self-confidence and master specific competencies necessary to manage a classroom effectively. Uses role play in documentary classroom scenes.

Films Incorporated, color, 29 minutes. Lee Cantor series.

BILL COSBY ON PREJUDICE

Bill Cosby portrays the man on the street, describes stereotypes which are often accepted as fact.

Pyramid Films, color , 45 minutes.

CATCH 'EM BEING GOOD

Discusses behavior modification in the classroom and emphasizes praising good and ignoring bad behavior.

Prentice-Hall, color, 28 minutes.

PORTRAIT OF A DISADVANTAGED CHILD

Describes special problems, needs and strengths of the inner-city child. Explains that a gap exists between his culture values and those of the teacher and considers bridging it.

McGraw - Hill Textfilms, B/W, 16 minutes

A NEW LOOK AT MOTIVATION

Stresses the importance of an employee and his manager understanding what motivates each, and designing jobs and tasks to fit each personally.

(Although this film is to be utilized within the area of business management, it is believed that the teacher is a manager with one of the more important tasks of knowing how to motivate his/her students. The film is excellent for identifying motivation styles and profiles.)

McGraw - Hill, color, 32 minutes